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Module 7

English Language Arts 7

Home Instructor's Guide and Assignment Booklet 7A

A Better World

Learning Technologies Branch

Alberta EDUCATION

English Language Arts 7
Module 7: A Better World
Home Instructor's Guide and Assignment Booklet 7A
Learning Technologies Branch
ISBN 0-7741-2744-9

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right Lisa Zador/Artville/Getty Images

The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Home Instructor's Guide and Assignment Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	

You may find the following Internet sites useful:

- Alberta Education, **http://www.education.gov.ab.ca**
- Learning Technologies Branch, **http://www.education.gov.ab.ca/ltb**
- Learning Resources Centre, **http://www.lrc.education.gov.ab.ca**

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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Module 7: A Better World

Section 1: Cultural and Social Issues

In Section 1 students will focus on how youth can help make this a better world by volunteering. They will learn about young people who have made a difference. They will also consider cultural and social issues. They will continue to improve their reading, writing, speaking, listening, viewing, and representing skills.

- In Lesson 1 students will explore issues surrounding poverty. They will read the non-fiction article "Reaching Out to a Stranger" and the poem "Plenty."

- In Lesson 2 students will examine texts by Aboriginal people and think about cultural changes that elders have experienced. They will read the poem "Grandmother" and listen to the story "Nipikti the Old Man Carver." They will view some paintings by Frank Howell and some photographs of Inuit carvings. Students will also review prepositional phrases.

- In Lesson 3 students will investigate the experiences of newcomers to Canada. They will read "Laughter and Tears: Adjusting to Canada." Students will also review subject/verb agreement.

- In Lesson 4 students will look into the issue of child labour. They will read "Free the Children." They will also gain confidence in writing and delivering a speech.

- In Lesson 5 students will consider environmental issues. They will read "Every Day Is Earth Day," a parody of "A Christmas Carol." In order to appreciate the humour in "Every Day Is Earth Day," your student should be aware of the original story by Charles Dickens. Your student may view one of the film versions, which can be rented from a video store, or your student may read the original story.

Remind your student to contact the teacher if there are any concerns about the assignments. Feedback is important for the learning process. Although assessment helps measure progress, feedback often offers strategies for improvement before the next assignment.

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ASSIGNMENT BOOKLET 7A

English Language Arts 7
Module 7: Section 1 Assignment

Home Instructor's and Student's Comments:

STUDENT FILE NUMBER
(if label is missing or incorrect)

_____

Date Submitted:

_____

Apply Module Label Here

Name _____

Address _____

_____

_____

Postal Code _____

Please verify that preprinted label is for correct course and module.

FOR SCHOOL USE ONLY

Assigned Teacher:

_____

Date Assignment Received:

_____

Grading:

_____

Teacher's Comments

_____

Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

INSTRUCTIONS FOR SUBMITTING THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you are registered for distance learning courses, you are expected to regularly submit completed assignments for correction. Try to submit each Assignment Booklet as soon as you complete it. Do not submit more than one Assignment Booklet in one subject at the same time. Before submitting your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

MAILING

1. Do **not** enclose letters with your Assignment Booklets. **Send all letters in a separate envelope.**

2. Put your Assignment Booklet in an envelope and take it to the post office and have it weighed. Attach **sufficient postage** and seal the envelope.

FAXING

1. Assignment Booklets may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.

2. All faxing costs are the responsibility of the sender.

E-MAILING

It may be possible to e-mail your completed Assignment Booklet to the school with which you are registered. You also may be **required** to e-mail some of your assignments. Contact your teacher for the appropriate e-mail address.

Module 7

English Language Arts 7

Assignment Booklet 7A

A Better World

Learning Technologies Branch

Alberta EDUCATION

FOR TEACHER'S USE ONLY

Summary

	Total Possible Marks	Your Mark
Section 1 Assignment	60	
	60	

Teacher's Comments

English Language Arts 7
Module 7: A Better World
Assignment Booklet 7A
Section 1 Assignment
Learning Technologies Branch

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ASSIGNMENT BOOKLET 7A
ENGLISH LANGUAGE ARTS 7: MODULE 7
SECTION 1 ASSIGNMENT

This Assignment Booklet is worth 60 marks out of the total 100 marks for the assignments in Module 7. The value of each assignment and each question is stated in the left margin.

Read all parts of your assignment carefully and record your answers in the appropriate places. If you have difficulty with an assignment, go back to your Student Module Booklet and review the appropriate lesson. Be sure to proofread your answers carefully before submitting your Assignment Booklet.

You can use a computer and word-processing program for many of these assignments. If you use a computer, be sure you attach a printed copy that has been proofread and is readable. Include your name, course name, and assignment number on each page.

60

Section 1 Assignment: Cultural and Social Issues

5

1. In Lesson 1 you read the short story "Reaching Out to a Stranger" and the poem "Plenty." You discussed poverty, and you wrote a short essay expressing your opinions about the issue.

   Copy the final draft of your essay in the space provided, or attach a printed copy of the essay to this Assignment Booklet.

Assessment Criteria for Question 1	
Ideas and Impressions • The ideas are thoughtful and clear. • Supporting details are appropriate and relevant. • The writer's purpose is self-evident.	3 marks
Matters of Choice and Correctness • Word choices and sentence structure are effective. • Attention has been paid to paragraph structure. • The writing has been edited to eliminate errors in spelling, grammar, capitalization, and punctuation.	2 marks

5

2. As part of your exploration of poverty, you considered ways teens can help others who are less fortunate than themselves. Next, you imagined that you were organizing an event to help people in need of financial assistance, and you wrote a press release for the event.

   Copy the final draft of your press release in the space provided, or attach a printed copy of the press release to this Assignment Booklet.

Assessment Criteria for Question 2	
Ideas and Impressions • The ideas are thoughtful and clear. • Supporting details are appropriate and relevant. • The writer's purpose is self-evident.	3 marks
Matters of Choice and Correctness • Word choices and sentence structure are effective. • Attention has been paid to format. • The writing has been edited to eliminate errors in spelling, grammar, capitalization, and punctuation.	2 marks

When you have completed question 2, continue where you left off on page 14 in the Student Module Booklet.

(3) 3. In Lesson 2 you read the poem "Grandmother" and you listened to the short story "Nipikti the Old Man Carver." You reflected on the changes seniors in Aboriginal communities have experienced, and you considered ways teens can help seniors in their communities.

When teens work with seniors, both the teens and seniors benefit from the relationships. Explain three ways that teens benefit.

5

4. In Lesson 2 you viewed some of the paintings of Frank Howell and several photographs of Inuit carvings.

   Respond to the Aboriginal art you have seen by writing a reflective piece answering the following questions:

   - What subjects are depicted in the pieces of artwork you viewed?
   - How does the art produced by individual artists provide economic and cultural benefits to the artists and to their community?
   - What can viewers learn about the culture and traditions of Aboriginal peoples by studying their art?
   - Why does Aboriginal art appeal to so many people?

Assessment Criteria for Question 4	
Ideas and Impressions • The ideas are thoughtful and clear. • Supporting details are appropriate and relevant. • The writer's purpose is self-evident.	3 marks
Matters of Choice and Correctness • Word choices and sentence structure are effective. • The writing has been edited to eliminate errors in spelling, grammar, capitalization, and punctuation.	2 marks

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6

5. In Lesson 2 you worked with prepositional phrases.

Identify and underline each prepositional phrase in the following sentences.

When someone sleeps under a dream catcher, it sifts the person's dreams. The bad ideas in the dream are captured in the dream catcher's webs. The good ideas pass through the centre hole and slide down the soft feathers to the dreamer.

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When you have completed question 5, continue where you left off on page 22 in the Student Module Booklet.

5

6. In Lesson 3 you read the reflections of several students in "Laughter and Tears: Adjusting to Canada." You considered ways teens can help newcomers to Canada.

In the space provided write a piece of reflective writing following the instructions in question 2 on page 328 of *Crossroads 7*. The experience you describe may be real or imaginary.

Assessment Criteria for Question 6	
Ideas and Impressions • The ideas are thoughtful and clear. • Supporting details are appropriate and relevant. • The writer's purpose is self-evident.	3 marks
Matters of Choice and Correctness • Word choices and sentence structure are effective. • The writing has been edited to eliminate errors in spelling, grammar, capitalization, and punctuation.	2 marks

8

7. In Lesson 3 you explored subject/verb agreement.

   In each of the following sentences underline the correct form of the verb and the subject with which it agrees.

   a. Craig (believes, believe) one person can change things.

   b. The children in his class (is, are) shocked by his speech.

   c. Everyone (agrees, agree) together to free the children.

   d. Craig and his group (was, were) helped by Alam Raham.

   e. Garage sales, pop sales, car washes, and bake sales (was, were) held to raise money.

   f. World leaders, including the prime minister of Canada, (was, were) sent petitions.

   g. At first Craig and Alam (was, were) unaware of how much media attention the group would receive.

   h. Many children from around the world (was, were) encouraged to help.

When you have completed question 7, continue where you left off on page 29 in the Student Module Booklet.

(5) 8. In Lesson 4 you discussed child labour, read "Free the Children," and wrote a letter to the editor.

Copy the final draft of your letter in the space provided, or attach a printed copy to this Assignment Booklet.

Assessment Criteria for Question 8	
Ideas and Impressions • The ideas are thoughtful and clear. • Supporting details are appropriate and relevant. • The writer's purpose is self-evident.	3 marks
Matters of Choice and Correctness • Word choices and sentence structure are effective. • Attention has been paid to format. • The writing has been edited to eliminate errors in spelling, grammar, capitalization, and punctuation.	2 marks

(8) 9. In Lesson 4 you wrote and recorded a speech on a topic of your choosing. Include the recording with this Assignment Booklet. Clearly label your recording with your name, course name, and assignment number.

Assessment Criteria for Question 9	
Ideas and Impressions • The ideas are thoughtful and clear. • Supporting details are appropriate and relevant. • The writer's purpose is self-evident.	4 marks
Presentation • The student has spoken clearly, using appropriate emphasis and expression. • Volume, pacing, and pitch are suitably controlled.	4 marks

When you have completed question 9, continue where you left off on page 36 in the Student Module Booklet.

10. In Lesson 5 you read the play "Every Day Is Earth Day" and thought about environmental issues.

(5) a. What parts of this play did you find most amusing? Explain.

Assessment Criteria for Question 10.a.	
Ideas and Impressions • The ideas are thoughtful and clear. • Supporting details are appropriate and relevant. • The writer's purpose is self-evident.	3 marks
Matters of Choice and Correctness • Word choices and sentence structure are effective. • Attention has been paid to format. • The writing has been edited to eliminate errors in spelling, grammar, capitalization, and punctuation.	2 marks

(5) b. Do you think humour helps the playwright get his environmental message across to audiences, or would a more serious approach have been better? Back up your opinion.

Assessment Criteria for Question 10.b.	
Ideas and Impressions • The ideas are thoughtful and clear. • Supporting details are appropriate and relevant. • The writer's purpose is self-evident.	3 marks
Matters of Choice and Correctness • Word choices and sentence structure are effective. • Attention has been paid to format. • The writing has been edited to eliminate errors in spelling, grammar, capitalization, and punctuation.	2 marks

When you have completed question 10, submit Assignment Booklet 7A for assessment. Then continue where you left off on page 40 in the Student Module Booklet.

ASSIGNMENT BOOKLET DECLARATIONS

The school you are registered with may require you to submit this signed form with your Assignment Booklet.

The Student's Declaration is to be signed by the student. If the student is under 16, the Supervisor's Declaration may need to be signed by the supervisor, who is usually a home instructor, teacher, or home-schooling coordinator. Failure to complete this page may invalidate the assignment results. Please contact your school and ask if this completed form is required.

STUDENT'S DECLARATION

- I have followed the instructions outlined in the Student Module Booklet.
- I have completed the activities to prepare myself for the assignments in this Assignment Booklet.
- I completed the assignments in this Assignment Booklet by myself.

_____

Student's Signature

SUPERVISOR'S DECLARATION

I hereby certify that I have supervised the learning activities completed by _____.

Student's Name

I also certify that to the best of my knowledge the assignments in this Assignment Booklet were completed independently by this student.

_____

Supervisor's Signature

If you, the student or supervisor, have any comments or observations regarding this module, write them in the following space.

_____

_____

_____

_____

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